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ABSTRACT

A panel of 8 professionals in the field of wilderness adventure programming reviewed, evaluated, and commented on a list of 53 skill, technical, human relations, and philosophical understanding competencies and 46 personal and professional qualities derived from a literature search of 136 sources in a study to determine accepted minimum skill competencies required for employment as an outdoor leader in a wilderness adventure program. A complementary sub-problem was to determine from recognized outdoor recreation/leadership curriculums the amount of field experience time currently required for the attainment of outdoor leadership skill competencies. Results indicated lack of consensus by professional as to what are accepted minimal skill competencies. Although there was general agreement with the original list of skill competencies, there were 12 recommended additions of skill competencies; 34 recommendations for additions/changes in the qualifying categories of minimum, ideal, and program/situation specific; and 10 recommendations for clarifications. There was unanimous agreement that human relations skills are the most important skill competencies to possess. Amount of field experience time utilized by outdoor curriculums varied from 7 days to 45 weeks, with 16 weeks given as the optimal time used by a majority of the programs--a time frame well suited to college/university settings. (NEC)

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MINIMUM SKILL COMPETENCIES REQUIRED FOR EMPLOYMENT AS AN OUTDOOR LEADER IN A WILDERNESS ADVENTURE PROGRAM

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A Research Report Submitted in Partial Fulfillment
of the Requirements for a Degree of
Master of Science in Education

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Department of Recreation
in the Graduate School
Southern Illinois University at Carbondale
July, 1984

RC014988

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Date July 13, 1984

TO THE GRADUATE DEAN:

I recommend that the paper by Mark C. Cosgrove

titled Minimum Skill Competencies Required for Employment as an Outdoor Leader in a Wilderness Adventure Program

be accepted by the Graduate School as evidence of research competence on the part of one seeking the master's degree.

I understand that this paper is not being submitted as a thesis nor in lieu of a thesis, but simply as proof of a capacity for research and its reporting.

Signed Douglas McLaren

Department Recreation

ACKNOWLEDGEMENTS

It gives me a great deal of pleasure to express my appreciation to the multitude of people who have assisted me in this endeavor. Special thanks go to the members of my advisory committee without whose understanding, guidance and willingness to work on short notice, this research paper would not have been accomplished. Dr. Doug McEwen, my Chairman, and Dr.'s John Allen and Joseph Teaff; I am forever thankful to you.

I would also like to express my gratitude to my co-workers who offered a great deal of encouragement and support during the development of this paper, and especially to Dr. Guy Renzaglia who has been forever insistant that I obtain my Master's Degree.

Throughout the process of classwork and research there have been innumerable people whom have influenced my life, advanced my knowledge and maintained my faith in the human race. To them I offer a collective thank-you.

A very special thank-you must go to my wife who acted as typist, editor, motivator and father to my two daughters during my frequent absences. Perhaps the future will resolve the difficulties of the past.

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CHAPTER I

INTRODUCTION

"Developing a top-notch staff in an outdoor wilderness program is similar to building an orchestra. It is a long process that takes years, perhaps a lifetime" (Dawson, 1978). Time of course is measurable, yet an abstract parameter when it comes to using it as an absolute qualifier for the measurement of leadership development. For any individual, a year can be too much or little time to obtain those elusive qualifications that are equated with leadership ability.

When the elements of outdoor leadership are considered, credence must not only be given to time, but to skill competencies as well. Just as the amount of time necessary to develop a "top-notch" outdoor leader is debateable, so too is there a lack of consensus of what the minimum skill competencies are and how they are best obtained.

Courses in outdoor leadership training are available to aspiring students in various time lengths, through various sources, and with a variety of curriculum goals. The amount of time required to obtain minimum skill competencies in outdoor leadership has already been presented as variable and can currently be found throughout the United States in variations of from one day to eleven months, or for that matter, perhaps a lifetime. The various resources providing leadership training vary from private organizations such as The National Outdoor Leadership School to Colleges and Universities with developed curricula. As with time and instructional sources, the curricula

goals found in outdoor leadership training programs also vary. There are of course similarities, such as: 1. To develop skills in outdoor living. 2. To provide training in the safe conduct of activities, and 3. To develop judgement and decision-making abilities.

The basis for the development of any curricula in outdoor leadership skill competency training is the recognition of the minimum skill competencies necessary to be considered an outdoor leader. This realization is what prompted the investigator to pursue a study that would establish those minimum skill competencies.

STATEMENT OF PROBLEM

What are the accepted minimum skill competencies required for employment as an outdoor leader in a Wilderness Adventure Program?

SUB-PROBLEM

What is the amount of field experience time currently required for instruction of outdoor leadership skill competencies by recognized outdoor recreation/leadership curriculums?

DELIMITATION OF THE PROBLEM

This study is delimited to: 1) a review of available literature to ascertain the minimum skill competencies required for employment as an outdoor leader in a Wilderness Adventure Program not to include literature pertaining to outdoor or environmental education. 2) the skill competencies commensurate with an entry level position in a Wilderness Adventure Program. 3) literature obtained from the

personal libraries of the investigator and other professionals in the field since a great deal of resources are unpublished and not readily accessible.

LIMITATIONS OF THE RESEARCH

The intention of this work is that of a preliminary study who's results will likely prompt further study on a larger, more comprehensive scale. Because there is little agreement by active professionals in the field regarding competency minimums and field experience time requirements, the results of this study will likely be controversial and highly debated.

NEEDS AND SIGNIFICANCE

According to a recent compilation by the Association for Experiential Education, there are at least 600 outdoor recreation/wilderness adventure programs currently offering programming services in North America. The information, gathered from the membership, leads to a logical conclusion that with so many programs there will be a need for qualified leaders! The number of qualified leaders required is not precisely determinable without canvassing each and every program. From personal experience I know that it requires at least three leaders to conduct a safe, quality wilderness adventure course. The minimum staff needs for the 600 programs would then be 1,800. On the average, the number of qualified leaders staffing a typical program is

six, not counting the program director. This then would increase the base need to 3,600 staff. With the distinct possibility of qualified leadership needs being greater than 3,600, a basic question arises. How do all these leaders gain their skills?

There are several ways in which qualified leaders are developed. One, quite undocumentable, is self taught through reading and personal experience outside of formal training. Generally this situation is less desirable than others since a program must extensively observe and evaluate these individuals prior to allowing them leadership responsibilities. A second way to develop leaders is through intensive, time consuming, and expensive internal staff training. This option is more desirable than the first example, but places financial and time burdens on a program. A third and popular technique for leadership development is long term, intensified leadership training courses offered by private organizations and colleges and universities throughout North America. Averaging three to six months in length, these courses may offer one skill or a comprehensive leadership skill training and development program. Graduates of these programs are often sought by wilderness programs for staff positions.

The diversity and sometime geographic limitations of these various training courses can and do create problems. For example, a student who trains exclusively in the mountains has innate disadvantages in the less distinct geographic relief and heavily forested Eastern Decidous Forests. Generally, the less technical human relations skills such as group dynamics facilitation, problem solving, and judgement development can be obtained equally as well in any

geographic location. However, it is the student who obtains the most comprehensive skill training that is the most sought after.

Another common problem encountered in leadership training courses is their various "certifications". Except for the generally accepted certifications from organizations such as the American Red Cross, American Canoeing Association, the National Registry for Emergency Medical Technicians, and the St. John Ambulance Association Certificate of First Aid in Canada, skill certifications come under heavy scrutiny and are little more than certificates of completion. The debate usually centers around the question: "what makes your programs certification any more valid than any of the other offerings?"

Thus, the need exists for leadership training courses that provide comprehensive skill competency, offers nationally accepted and recognized skill certifications, and is associated with a college or university curriculum.

> "The preparation of Outdoor Leaders, by the very nature of the work, must be comprehensive and in depth. The training courses must focus on personal development, knowledge, skill acquisition and experience. Presently there are few institutions that can meet all the demands of the rigorous training required by the agencies and organizations employing the professionals. Thus, in order to gain the proper training and experience, perspective leaders must develop an individualized broadbased education program, (Buell, 1979).

DEFINITION OF TERMS

Terms used frequently or terms essential to the understanding of this study are defined as follows:

Wilderness Adventure Program. An experiential learning process which traditionally utilizes the out-of-doors typically in a remote backcountry setting for interpersonal growth and character building of participants. Activities commonly incorporated in this learning process include camping, backpacking, individual and groups initiative courses, rock climbing and rappelling, canoeing, (flat & whitewater), caving and various others depending on seasonal variation and geographic location.

Experiential Learning. Educational programs functioning outside of conventional school classrooms that place participants in responsible roles and engage them in cooperative, goal-directed activities with other youth, with adults, or both, (Dewey, 1938).

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to address three areas of related literature: outdoor leadership skill competencies, instructional time requirements, and basic curriculum development as it applies to experiential education.

Despite an exhaustive literature search, no articles pertaining specifically to the minimum accepted outdoor leadership skill competencies, or instructional time requirements were found. However, a substantial number of articles did contain useful supportive documentation. Only two sources were found that directly addressed the design of experiential curricula.

Lowenstein (1977) stated that "since the time of their inception in 1941, wilderness adventure programs (WAP), offering a wilderness experience to individuals in a group structured format, have continued to reach more numbers and types of individuals each year." In order for these programs to adequately serve these individuals, they must contend with a common problem. Metcalfe (1976) states that "staffing a program with qualified leaders is a major problem, and until a good leadership program is devised, it will remain so." This problem is prevalent throughout North America not just in the United States. Cardwell (1977) states that "one of the major problems for Project D.A.R.E. in Canada has been the recruitment of instructors with a high level of skills in outdoor adventure activities." Buell (1979) states that:

> In less than a decade wilderness adventure programs have steadily rising in popularity. Insurance companies; social and educational organizations, parents, teachers, counselors, and agency administrators demand high quality standards in all aspects of wilderness adventure programs. We need a corps of leaders who possess a balance of philosophical foundations, technical ability, knowledge of the out-of-doors and actual experience and training to work with people in outdoor settings.

Leadership Skill Competencies

The development of leadership skill competencies can be a long confusing and arduous task for a student seeking a profession in wilderness adventure programs. Since 1941, a variety of training, certification and development programs intended to heighten the skill competencies of prospective leaders have emerged.

Various training programs, and wilderness adventure programs themselves, have varied perspectives on skill competencies. The controversy over a national certification system in North America has been waged for over 40 years. As the years go by, the possibility of such a system and its supportive program draws nearer. Currently the major limitation is the inability of any one training program to offer a certification with the comprehensivity that would be needed to instruct in the diversity of geographic areas and program philosophies that WAP's operate within.

Highly skilled outdoor enthusiasts do not always have necessary skills in group interaction, decision making, or administration required to oversee a safe, high quality program that meets the needs of participants. McAvoy 91978) states that:

> As a result, the growing demand for challenging outdoor opportunities has created a need for highly qualified activity leaders as well as individuals who can administer a total outdoor recreation program which may include numerous staff and varying types of activities. Where does a program or agency turn for capable outdoor leadership?

Throughout the literature, there are some very basic skill competencies that are frequently mentioned. Some sources are very general and vague when listing specific skills and descriptors. For example, if a source states that a prospective entry level instructor needs to be competent in rockclimbing and rappelling, the description can be rather vague. The descriptors of rockclimbing and rappelling are included in the overall skill, but the type and degree of competency will vary by program. The Underway Program at Southern Illinois University (1980) states that "an entry level instructor be competent in rockclimbing and rappelling as: a participant, in bouldering, basic knots, systems, communications, belaying, safety and instruction." The title of entry level instructor really implies an assistant to a senior instructor or leader who would not have full leadership responsibility for a group of participants. An entry level instructor position is intended as a learning position as well as a position of moderate responsibility. It is unrealistic to expect an entry level instructor to have the necessary instructional experience to competently instruct students in an activity such as rockclimbing and rappelling. It is one thing to be an expert rockclimber and rappeller and still another to be able to communicate that expertise in a meaningful, safe manner.

While reviewing 15 resources for reference to outdoor leadership competencies it became obvious that considerable overlap existed and that the various different competencies would have to be sorted and categorized. From this review a list of 53 skill competencies and 46 personal and leadership qualities was compiled. The 53 skill competencies were separated into three categories: (a) technical skills, (b) human relations skills, and (c) philosophical understanding. These three categories were further classified as being one or a combination of (a) minimally acceptable, (b) ideally acceptable, and (c) program/situation specific. The lists of 46 personal and leadership qualities were added, to identify characteristics which are generally recognized as integral and complimentary to the three skill competency categories listed. (See Appendix A for complete proofs).

In general, there was considerable similarity in the types of competencies listed from the 15 resources. The range of items was quite extensive and often listed competencies normally equated with more senior outdoor leadership instructors with considerably more experience. To delimit the lists of 53 skill competencies and 46 personal and leadership qualities, a master list of over 150 separate items was reviewed after compilation. In many cases individually listed items were combined into one to eliminate redundancy.

Instructional Requirements

Since this study focuses on the skill competencies and the field contact time in a field setting required to instruct skill competencies

by recognized outdoor recreation/leadership curriculums, this section will focus on instructional requirements prior to employment. Normally once an instructor secures employment, they will receive considerably more training to acquaint them with various standard operating procedures and skills specific to the activity needs of a program. Dawson (1978) states that:

> The purpose of the staff training process is to orient and acclimatize the staff to the physical plant, geographical area and the natural resources available. Staff members are molded into a team with acquaintance and cohesion, and form a solid communication base. The most basic function of job preparation is at the root of the process and its components, content and presentation are planned carefully. To work in an outdoor wilderness adventure program is an experience which is difficult to compare to others. Staff must be prepared and an effort must be made to develop people so that they are equipped to deliver the program product. Staff training is a major component of personnel development and without it, dissatisfaction and program failure are emminent.

The length of time committed to training students to become employable as WAP leaders is expectedly varied in length and technique. In addition, many training entities offer more than one length format. Many of the emerging outdoor leadership training programs are housed in recreation leisure services, and park administration departments at the college and university level. In these degree programs, one or more courses in outdoor recreation leadership are required before a semester of intensified training and experiences is taken. McAvoy (1978) states that "any effective leadership program must consist of a combination of classroom and field experiences since it is impossible to develop adequate outdoor decision making abilities in a classroom setting alone."

Focusing first on instructional time requirements, the semester long, 16 week, leadership training course is the most advocated and utilized. The development process passes through several stages - some which may be completed in less than a week or have parts of the stage completed in two or three days, others which will extend beyond a year.

Some of the lengths of leadership training courses are: (1) National Outdoor Leadership School - 15 weeks ("National Outdoor Leadership School, " 1984), (2) Outdoor Leadership Training Seminars - 45 weeks ("Outdoor Leadership Training Seminars," 1979-80), (3) The Outdoor Semester, Murray State University - 16 weeks ("Outdoor Recreation," 1984), (4) Wilderness Education Association - 5 weeks and 15 weeks ("Wilderness Education Association," 1983), (5) Eco-Education Expedition, Western Illinois University - 32 weeks ("Eco-Education Expedition," 1983), (6) Semester Cross-Cultural Odyssey - 16 weeks ("North Carolina Outward Bound School," 1984), (7) American Outdoor Learning Center - 26 days ("American Outdoor Learning Center," 1984), (8) Competency-Based Outdoor Leadership-Education and Training," 1980), (9) Wilderness Leader Basic Training Program - 21 days (Various seminars) ("Wilderness Leader Basic Training," 1980), (10) American Camping Association Trip Leader Training - 7 days ("American Camping Association," 1982).

These leadership training programs are offered through private organizations (e.g., North Carolina Outward Bound School and Wilderness Education Association), Colleges and Universities (e.g., Western Illinois University and Greenfield Community College), and State

Departments governing wilderness programs (e.g., Wilderness Leader Basic Training Program).

Of the nine training programs listed, both public and private, six utilized the 16 week semester time period offered in either one or two 16 week periods. The remaining three varied in length of from seven days to 45 weeks. Rogers (1979) states that: "It is not a process which can be speeded up and 'finished' through a mini-course - it cannot be manufactured or mass-produced. The time required for maturation of a leader varies from person to person and indeed, while it has a beginning it may not have an end."

The techniques for instruction in these programs varied, but all utilized a combination of traditional classroom and field based experiential components. In some instances, prior experience as a participant, internship student or volunteer was a prerequisite to the training program. The American Camping Association Trip Leader Certification Training, and the Wilderness Leader Basic Training Program all have these requirements. The amount of prior experience requirements varied upon the judgement of an interviewer from a minimum of 10 days prior experience in wilderness adventure programs to whatever combination of prior personal or programmatic experience was deemed appropriate. This minimal time frame and somewhat nebulous guideline is seemingly inappropriate. Rogers (1979) states that "A minimum of three years experience as a participant should be expected, and that at least two apprentice leadership experience situations over an extended period of time should be required as a prerequisite into a leadership role."

Another time perspective may be gained by looking at two specific focuses of learning in outdoor leadership training, the formal (classroom) and non-formal (experiential). These two basic formats require various time domains. The classifications provided by Buell (1979) help describe these formats.

FORMAL

1. PUBLIC EDUCATION PROGRAMS AT COLLEGES AND UNIVERSITIES leading to A.S., B.S., B.A., M.A., M.S., Ph.D., & Ed.D. Usually in cooperation with schools of Health, Physical Education & Recreation; Education; Environmental Studies; and Experiential Education.

2. PRIVATE EDUCATIONAL ORGANIZATIONS offering leadership training leading to a certificate of accomplishment.

3. TRAINING PROGRAMS OF PRE-SERVICE AND INSERVICE CONNECTED WITH SPECIFIC AGENCIES AND ORGANIZATIONS. Some newly hired staff are sent to intensive training sessions to learn the organizational set-up and selected competencies.

4. TRAINING PROGRAMS CONNECTED WITH NATIONAL PROFESSIONAL ORGANIZATIONS. Selected professional organizations offer workshops, seminars and training materials to members.

5. NON-FORMAL DIMENSION OF FORMAL PROGRAMS. Many of the formal programs are flexible enough to offer students many of the experiences of the Non-Formal approach.

NON-FORMAL

1. SPECIALIZED SKILL AND LEADERSHIP TRAINING SEMINARS AND WORKSHOP. Usually in specific geographic areas and focused upon certain populations and competencies.

2. NATIONAL AND REGIONAL CONFERENCES AND WORKSHOPS FOR PROFESSIONALS, PARA-PROFESSIONALS, AND INTERESTED CITIZENS. Such sessions are usually broad based with a number of presenters. Latest developments in the field usually presented.

3. APPRENTICESHIP where students work for a specific period of time with organizations and/or individuals in return for instruction, experience and subsistence living support.

4. INDIVIDUALIZED LEARNING PROGRAM. Serious students with initial exposure to the field and the support of selected professionals can design their own training and experience program. This approach allows motivated students to become immersed in the field and effectively accomplish their own educational goals. This approach must include:

   a. READING in the philosophy, content and methods of the field.

   b. DISCUSSION with recognized figures in the field, as well as other students.

   c. OBSERVATION of on-going programs and services in the field.

   d. WRITING & COLLECTING materials.

   e. WORKSHOPS & CONFERENCES in special areas.

   f. VOLUNTEER as apprentice.

   g. PORTFOLIO documenting experiences & training.

The time domains applicable to these nine learning formats can be looked at as on a continuum. The lower end of the continuum, or shortest time domain, fall in the non-formal format with workshops that could last as little as one hour. A progression through the continuum would move up the scale of time to one day, three days, one week, etc. with such formats as seminars, private organization leadership training program, conferences, inservice trainings and so forth. The upper end of the time domain continuum falls in the realm of formal formats with the degree granting programs at colleges and universities. McAvoy (1978) states that: "Existing university and college recreation,

park and leisure services degree programs are in a logical position to support risk recreation (Wilderness Adventure Programs) programming by providing necessary training in outdoor recreation leadership. It is hoped these institutions of higher learning will respond by providing appropriate academic and field experiences programs that will result in well qualified outdoor leaders." If these programs are involved it would seem as though the time domains for training would be more standardized.

Basic Curriculum Development

As an educational technique, experiential education, as applied to outdoor leadership training, benefits from the basics of development for any educational technique. When considering basic curriculum development, numerous reference articles exist to assist in planning a curriculum. These articles are basic for any curriculum recommendations. While few reference articles exist in experiential education, those that do are succinct and quite applicable.

An experienced based curricula should be based upon Dewey's (1938) concept of "learning by doing" and structured to integrate appropriate real life situations with relevant vicarious experiences leading to the further development of a rational thinking process and increased awareness of self and environment. Skinner (1953) states that "the learning environment of an individual plays a most important role in his individual development and that considerable attention has been given the accumulation of facts and concepts without any thought to their applicability in the real world."

L. B. Sharp is generally referred to as the father of modern outdoor education. Sharp's dictum (1947) is stated as follows:

> That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience outside the classroom, in contact with native materials and life situations should there be learned.

This statement has provided a basis for a philosophy that has guided experiential educators in developing outdoor activities and programs with supportive curricula. Smith, Carlson, Donaldson, and Masters (1963) stressed the concept "in and for the outdoors" which emphasized going in the outdoors to study and also learning recreation and work skills and knowledge for the outdoors.

Hamilton (1980) states that "experiential learning is most realistically seen as complimentary to classroom learning rather than as a competitor or replacement in the sense that it is a more effective means of achieving certain educational objectives. He further states that experiential learning narrows the gap between ends and means, between acquisition and application, that characterize conventional classroom learning." Dewey's (1938) rejection of the "either-or's of experiential vs traditional learning" holds true to this day.

The purpose of an experiential curriculum may best be stated in terms of what a student is able to do. Skills or competencies are often identified as contributing to one's ability and productivity as adults. "Specific competencies must always be seen as indicators of development, which, is the ultimate aim of education, not as goals for their own sake" (Hamilton 1980). Dewey (1902) states that "development does not mean just getting something out of the mind. It is

a development of experience and into experience that is really wanted."

People developing experiential curricula are sometimes reluctant. However, Williamson (1979) states that "the development of experiential approaches is limited only by temporary constraints, most of which are within the people doing the developing." For those who need a framework for learning experientially Williamson (1979) states that: "(1) the learners must be placed in a problem situation which calls for individual or cooperative actions; these actions and their attending consequences are then (2) observed and reflected upon, and from these reflections the learners (3) review the appropriateness of their actions and attitudes and postulate what changes might be desirable in a similar problem solving situation. Then, (4) learners are placed in a new problem solving situation in which to test may desirable changes."

Diagrammatically, this cycle can be represented as shown in Figure 1.

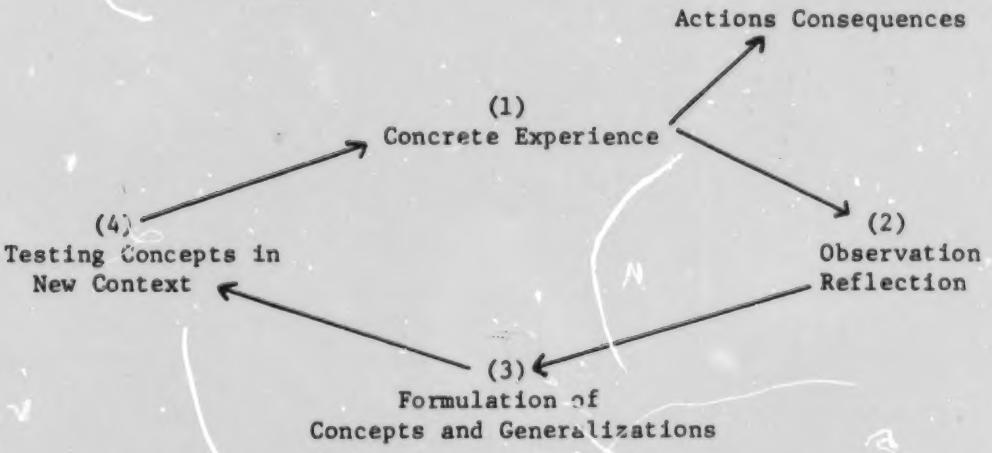

Figure 1. Cycle of Experiential Learning Curricula. Williamson (1979)

Experiential learning situations must be designed to stress the involvement of students physically, mentally and socially in direct active experiences.

In relation to a university experiential curricula aimed at leadership development, I think it worthy to note the metamorphosis experienced by a small midwestern college - Earlham College, Richmond, Indiana. Rogers (1974) states:

> Earlham College, like many small coeducational liberal arts institutions, faces a challenging array of problems that concern its capacity to provide and maintain a curriculum adapted to present as well as future requirements. It must find ways to use faculty and other resources more effectively in a period of pervasive changes in American society and student needs. It must develop a strategy for continuing educational change to meet varying social conditions. It must find ways to add to the intellectual breadth and habits of disciplined inquiry characteristic of liberal studies graduates, as well as providing expanding opportunities for the acquisition of skills in problem definition and solution, and policy formation. It must seek to enlarge the kinds of practical experiences that would widen career options for graduates while enhancing their ability to consider intelligently the broader issues confronting their society. And it must conceive and employ instructional approaches that draw academic inquiry and practical experience closer together within a framework of concern for enduring humane values.

To Hamilton (1980):

> The experiential process of curriculum planning does not specify a narrowly defined set of assumptions and priorities that are translatable into a few design possibilities. This can be construed as both its major strength and weakness. Perhaps therein lies the beauty of experiential education. It is able to exist within traditional educational principles and practices while at the same time have the flexibility to meet the active needs of the learner. It is the homogeneous joining of the subject-centered instructional designs of academic models with the subjective, personalistic, heuristic

and transactional experiential model.

Gay (1980) states that "while no one set of perspective guidelines is acceptable to all curriculum specialists, some consensus exists concerning the generic components of curriculum construction." Gay further states that "Curriculum theorists and practitioners agree that, in one form or another, curriculum development includes: identification of educational goals and objectives; selection and organization of content, learning activities, and teaching processes; and evaluation of student outcomes and the effectiveness of the design process."

If a curriculum is defined as "planned actions for instruction" (Tanner 1980), then it is appropriate to adopt those plans as instructional objectives. Mager (1962) defined good instructional objectives as follows.

(1) It should describe what the learner will do to demonstrate that he has acquired a desired behavior.

(2) It should describe the conditions under which the learner must demonstrate the behavior and

(3) It should state the standards of behavior expected of the learner. In other words, it should tell us how to discriminate between an acceptable and an unacceptable performance of the desired behavior.

The specific curricula for an experiential learning program is dependent on the topic of choice, elapsed time of the program, and the detailed objectives. An experiential curricula is unique in its delivery not as a separate concept of educational principles.

Conclusions Based on the Literature Review

Based on the review of literature, the following conclusions are reached:

1. There is no substantive agreement by professionals in the field as to what the minimum accepted skill competencies are for employment as an outdoor leader in WAP's.

2. There is not a standardized amount of field experience time currently required for instruction of outdoor leadership skill competencies, but that a 16 week format is the most commonly utilized.

3. The basic theory for the development of an experiential curricula to instruct outdoor leadership skill competencies in a selected period of time is similar to the principles and practices of traditional education while at the same time having the flexibility to meet the active needs of the learner.

CHAPTER III

METHODS AND PROCEDURES

The primary objective of this study was to determine the accepted minimum skill competencies required for employment as an outdoor leader in a Wilderness Adventure Program.

Review of the Literature

A detailed search of literature related to skill competencies basic to wilderness adventure program leaders, field instructional time required for instruction of outdoor leadership competencies, and the development of basic curricula revealed that the amount of information available in these three areas varies by topic.

To begin the literature review a list of pertinent descriptors was developed from an ERIC Thesaurus and subsequently added to as citations were located. Throughout nearly all of the literature search, a list of 30 descriptors were used to locate applicable scholarly work pertaining to this study. The search began with 23 descriptors and quickly expanded to 30 with the discovery of citations that listed various other descriptors. (For a detailed list of descriptors used see Appendix B).

Three major indexes were used to search for related literature; Resources in Education from 1984 to 1970. Current Index to Journals in Education from 1984 to 1970, and the Physical Education Index from 1982 to 1977.

There were a total of 35 resources discovered and reviewed from

Resources in Education. From the Current Index to Journals in Education there were a total of 35 journals and periodical citations discovered and reviewed. Of these 35, six could not be reviewed due to lack of accessibility to the investigator. Of the 70 citations reviewed from the three major indexes, the six inaccessible citations amounted to only eight percent of the total number reviewed.

In addition to the above listed resources a substantial amount of unpublished manuscripts, material from personal libraries, my own and borrowed, books, and various other indexes to thesis and dissertations were reviewed. The total number of these resources reviewed was 66.

The use of personal and borrowed materials of an unpublished nature is particularly relevant to this study since a majority of the available information pertaining to the topic is in that format. As a working professional in the field, I have been building a library of this information for the past eleven years, and have borrowed information from other professionals, whose longevity is much greater than mine. It is perhaps unfortunate that this information is not readily available to other interested researchers, but I would venture to say that there is a great deal more information in other personal libraries that is unfortunately not known or available to the investigator.

The total resources reviewed for this study then were 136, of which 45 or approximately 32 percent were cited.

In conclusion, the investigator is confident that the available literature has been thoroughly covered and that it is representative

of the field.

Competency Development

In order to delimit what the accepted minimum outdoor leadership skill competencies are and to then validate them required a two-stage process. The first stage of the process was the development of a list of outdoor leadership skill competencies that includes technical skills, human relations skills, and philosophical understanding. A complimentary list of personal and professional qualities of outdoor leaders was also developed. (See Appendix A for the list of skill competencies and qualities.)

The list of outdoor leadership skill competencies was developed from approximately fifteen resources from various wilderness adventure programs from throughout North America. The types of resources used were: 1. instructor field and training manuals, 2. staff selection and evaluation skills criteria checklists, 3. standard operating procedures, 4. staff training guidelines and outlines, 5. lists of skill competencies instructed by various training schools, 6. staff leadership development guidelines, 7. program safety manuals, 8. training and experience fact sheets, 9. unpublished papers and manuscripts on staff training and development, and 10. investigator's own personal experience.

The completed list was comprised of a total of 53 skill competencies; 35 technical skills, 10 human relations skills, and eight philosophical understanding qualities. It also included 46 personal and professional qualities provided as a complimentary listing.

Selection of the Panel of Professionals

The second stage of the process was the selection of a panel of eight professionals in the field to review the list of outdoor leadership skill competencies. (See Appendix C for a list of professionals who received a list of competencies).

The panel of eight professionals in the field were selected to provide critical feedback of the lists of outdoor leadership skill competencies mailed to them.

The panel was chosen by the following criteria: 1. personal knowledge of their abilities and concern for skilled outdoor leaders, 2. Their willingness to provide critical feedback because of personal and professional relationship with the investigator, 3. their geographic location in the United States, and 4. the program type. (See Appendix C for a description of the panel members.)

Accompanying the list of skill competencies was a letter outlining four criteria that they were to use to evaluate the list. The panel members were not restricted to the four, but were requested to use them as minimum evaluation criteria. The four criteria for comment were: 1. the completeness or lack of the list, 2. recommendations for clarification, 3. recommendations for additions or deletions, and 4. whether or not they would consider a person with these skill competencies for an entry level position in outdoor leadership. (See Appendix D for an example of the letter.)

The geographic locations of the panel members were Eastern Coast, North Central, Midwest, Southwest, and Western Mountain locations in the United States. Of the eight representatives, one each represented

the Eastern Coast, North Central, Southwestern, and Western Mountain regions. Four were from the midwestern region.

Basically there are two major program types when wilderness adventure programs are considered. They are: 1. programs serving special populations, and 2. programs serving non-special populations. Within these two categories, the programs could be, public profit making, public non-profit making, private institutions, and public institution. Examples of each are: 1. public profit making - National Outdoor Leadership School, 2. public non-profit making - Underway Program, Southern Illinois University at Carbondale, 3. private institution - Salesmanship Club of Texas, and 4. public institution - Crockett State School for Boys. The list could get very large and descriptive if an attempt was made to categorize the 600 plus or minus wilderness adventure programs in North America.

For the purposes of this study, the panel members are representative of the total programs in North America.

Since the scope of this study was preliminary in nature, a panel of eight professionals was deemed adequate to accomplish the intended purpose.

Data Collection

The intention of the mailing was to give the panel members adequate time to review the list and to be followed up by a personal phone interview. It was felt that a telephone interview would expedite responses, not overly infringe on the respondents time during a very busy season, and provide for detailed explanations not normally

gained by written responses. In addition to these considerations, telephone interviews are advantageous in several other ways. Borg & Gall (1983) state that "telephone interviewing reaches nearly the same proportion of the target populations, obtains nearly as high a percentage of returns, and produces comparable information at about one half the cost of personal interviews." They further state six additional advantages, of which five are paraphrased for application to this study. They are:

1. A researcher can select subjects from a much broader accessible population than would be the case of an interviewer travelling to the location of each respondent.
2. Monitoring of the interviews and quality control is much easier for the researcher.
3. Faking of data is much less likely under the controlled conditions possible in telephone interviewing.
4. Frequent callbacks are feasible at little additional cost.
5. Many subjects are easier to reach by telephone than by personal visits.

Data Analysis

Once the phone interview was completed, the data were analyzed by presenting the skill competency list and how they were modified as a result of the phone interviews. Comments other than those requested in the cover letter were included to explain their rationale for their responses, or for notes of interest relevant to this study. Since the development of the skill competency list involved the collective

judgements of various professionals in the field, including the investigator, and the comments of the panel of professionals contacted served as substantive clarifiers.

The conclusions to be drawn from the data collected will be accomplished by first comparing all responses for similarity, then distinguishing their impact on minimum accepted skill competencies. The modified list, general comments, and personal observations will then be utilized to conclude the value of the list, its eventual application to outdoor leadership and to recommend further areas of study.

CHAPTER IV

PRESENTATION OF DATA

Introduction

The data presented in this chapter are a result of a telephone survey conducted with an eight member panel of professionals in the field. The telephone survey was a follow-up to a mailing containing a list of 54 outdoor leadership skill competencies and 46 personal and professional qualities that they were asked to review.

In order to best display the results of the telephone survey, the data will be presented in table form for: a) technical skills, b) human relations, c) philosophical understanding, and d) personal and professional qualities. Two tables will be utilized for all sections except the personal and professional qualities. One table will present the competency skills as originally reviewed by the panelists. The second table will show the skills with recommended additions, changes, or clarifications. Additional tables will be utilized to list other pertinent data.

Technical Skills

Table 1 represents Group A, Technical skills, of the skill competency list. As a result of the input from the panel of professionals Table 2 represents the changes from the original list. Since the panel size was small, a change was made after one or more recommendations for change was received. It is important to note that several of the technical skills listed remained the same after the review.

There were no recommendations for deletions of a skill listed.

However, there were several for additions and/or clarification of some skills. The additions are listed at the bottom of Table 2. Those that were recommended for clarification are denoted with an asterisk (*). Any additions/changes under the qualifying categories of minimal, ideal or program/situation specific are indicated by an (X).

The two skills recommended for clarification were item number 19 - Initiative Courses (Teams & Ropes) and item number 24 - Expedition planning and behavior. The recommendation for both was to break down the skill listed into two separate items. For example: Expedition planning and behavior to Expedition planning and Expedition behavior.

The recommendations for additions/changes under the categories of minimal, ideal and situation/program specific amounts to approximately 50% of the original list. This cumulative percentage accentuates the variations of skill competency requirements by program type, geographic location and activities offered by programs discussed in Chapter II.

TABLE 1
ORIGINAL SKILL COMPETENCY LIST
GROUP A - TECHNICAL SKILLS

Skill Competency	Minimal	Ideal	Program/Situation Specific
1. Campcraft	X		
2. Land Navigation (Map & Compass)	X		
3. Backpacking	X		
4. Bicycle Touring			X
5. Rockclimbing & Rappelling (including bouldering)	X		
6. Canoeing, Flat water	X		
7. Canoeing, White water	X		X

TABLE 1
ORIGINAL SKILL COMPETENCY LIST
GROUP A - TECHNICAL SKILLS
(CONTINUED)

Skill Competency	Minimal	Ideal	Program/Situation Specific
8. Cross Country Skiing	X		X
9. Snowshoeing	X		X
10. Dog Sledding			X
11. Kayaking, Ocean	X		X
12. Kayaking, White water	X		X
13. Rafting, White water			X
14. Mountaineering		X	
15. Sailing		X	X
16. Spelunking (Caving)	X		
17. Search & Rescue Techniques & Procedures	X	X	
18. Vertical Rigging & Rescue	X		X
19. Initiative Courses (Teams & Ropes)	X		X
20. Winter Camping	X	X	X
21. Desert Camping	X	X	X
22. Emergency Care			
a. Basic First Aid	X		
b. Advanced First Aid	X		
c. CPR	X		
d. EMT		X	
e. EMT-W		X	
f. Paramedic		X	
23. Water Safety			
a. Advanced lifesaving	X		
b. Water Safety Instructor		X	
c. Canoe Instructor	X		
d. Kayaking Instructor	X		X
24. Expedition planning & Behavior	X	X	
25. Food & Nutrition (including menu planning)	X		
26. Equipment selection & Care	X		
27. Healthy & Sanitation			
28. Survival Techniques		X	X
29. Logistics	X		
30. Scuba		X	X
31. Photography		X	
32. Environmental Interpretation		X	
33. Ice Climbing		X	X
34. Vehicle Driving & Trailer Towing	X		
35. Field Communications		X	

TABLE 2
REVISED SKILL COMPETENCY LIST
GROUP A - TECHNICAL SKILLS

Skill Competency	Minimal	Ideal	Program/Situation Specific
1. Campcraft	X	(X)	
2. Land Navigation (Map & Compass)	X		
3. Backpacking	X	(X)	
4. Bicycle Touring	(X)		X
5. Rockclimbing & Rappelling (including bouldering)	X		
6. Canoeing, Flat water	X		(X)
7. Canoeing, White water	X		X
8. Cross Country Skiing	X	(X)	X
9. Snowshoeing	X	(X)	X
10. Dog Sledding			X
11. Kayaking, Ocean	X	(X)	X
12. Kayaking, White water	X		X
13. Rafting, White water	(X)	(X)	X
14. Mountaineering		X	X
15. Sailing		X	X
16. Spelunking (Caving)	X	(X)	(X)
17. Search & Rescue Techniques & Procedures	X	X	(X)
18. Vertical Rigging & Rescue	X		X
*19. Initiative Courses (Teams & Ropes)	X	(X)	X
20. Winter Camping	X	X	X
21. Desert Camping	X	X	X
22. Emergency Care			
a. Basic First Aid	X	(X)	
b. Advanced First Aid	X	(X)	
c. CPR	X	(X)	
d. EMT		X	
e. EMT-W		X	
f. Paramedic		X	
23. Water Safety			
a. Advanced lifesaving	X	(X)	
b. Water Safety Instructor		X	
c. Canoe Instructor	X	(X)	
d. Kayaking Instructor	X	(X)	X
*24. Expedition planning & Behavior	X	X	(X)
25. Food & Nutrition (including menu planning)	X		
26. Equipment selection & Care	X		
27. Health & Sanitation	X	(X)	
28. Survival Techniques	(X)	X	X

TABLE 2
REVISED SKILL COMPETENCY LIST
GROUP A - TECHNICAL SKILLS
(CONTINUED)

Skill Competency	Minimal	Ideal	Program/Situation Specific
29. Logistics	X		
30. Scuba		X	X
31. Photography		X	
32. Environmental Interpretation	(X)	X	
33. Ice Climbing		X	X
34. Vehicle Driving & Trailer Towing	X		
35. Field Communications		X	
ADDITIONS			
1. Zero Impact Camping	(X)		
2. Underwater Search & Rescue			(X)
3. Snorkeling			(X)
4. Maintenance/Repair & Construction		(X)	
5. Orienteering			
6. Basic Lifesaving			
7. Swimming Skills/Ability			
8. Canoe/Water Rescue			
9. Driver's License			

Table 3 illustrates the skill competencies for which no recommendations were received for addition/changes in the three qualifying categories.

TABLE 3
SKILL COMPETENCIES WITH NO CHANGE

Item Number	Skill Competency
5	Rockclimbing & Rappelling Including Bouldering
7	Canoeing, White Water
10	Dogsledding
15	Sailing
18	Vertical Rigging & Rescue
20	Winter Camping

TABLE 3
SKILL COMPETENCIES WITH NO CHANGE
(CONTINUED)

Item Number	Skill Competency
25	Food & Nutrition (including menu planning)
26	Equipment Care & Selection
29	Logistics
30	Scuba
33	Ice Climbing
34	Vehicle Driving & Trailer Towing

Total = 12

The remainder of the 13 skill competencies received recommendations for change which varied by panel member, but did not reflect a high concensus for change by three or more members for any one skill competency. The responses were suprisingly varied.

Of the seven panel members, two did not alter the list at all. The recommendations from the remaining five varied from one with two, one with five, one with eight, one with thirteen and one with fourteen.

The number of skill additions, and additions/changes to the qualifying categories is shown in Table 4.

TABLE 4
TALLY OF CHANGES
GROUP A - TECHNICAL SKILLS

1.	Original number of skills.	35
2.	Recommended skill additions.	9
3.	Additions/changes of qualifying categories . . . . . Marked with (X)	27

Human Relations Skills

The second group of skill competencies or Group B, on the

original list focused on Human Relations Skills. As shown in Table 5, this group of skill competencies was unanimously deemed as "the most important skills" by the panel members. Once again, two of the seven panel members did not indicate any preference for changes. As shown in Table 6, the recommendations for additions/changes under the three qualifying categories (minimal, ideal and program/situation specific) ranged from one with one, two with two, one with three, and one who recommended that these competencies be listed as very important. There was one recommended addition as listed on the bottom of Table 6, and two recommendations for clarification. It was recommended that item seven was not clear as to meaning and perhaps should be reworded and that item eight - Evaluation & Debriefing have Insight added in parentheses. These recommendations are denoted with an asterisk (*). The additions/changes under the qualifying categories of minimal, ideal, or program situation specific are indicated by an (X).

TABLE 5
ORIGINAL SKILL COMPETENCY LIST
GROUP B - HUMAN RELATIONS SKILLS

Skill Competency	Minimal	Ideal
1. Counseling Ability	X	
2. Crisis Intervention		X
3. Group Facilitation & Processing	X	
4. Communication	X	
5. Teaching Ability	X	
6. Supervisory Ability (Students)	X	X
7. Social Interaction	X	
8. Evaluation & Debriefing		X
9. Creative Problem Solving	X	
10. Needs Assessment/psychological First Aid	X	

TABLE 6
REVISED SKILL COMPETENCY LIST
GROUP B - HUMAN RELATIONS SKILLS

Skill Competency	Minimal	Ideal
1. Counseling Ability	X	(X)
2. Crisis Intervention	(X)	X
3. Group Facilitation & Processing	X	
4. Communication	X	(X)
5. Teaching Ability	X	
6. Supervisory Ability (Students)	X	X
*7. Social Interaction	X	
*8. Evaluation & Debriefing (Insight)	(X)	X
9. Creative Problem Solving	X	(X)
10. Needs Assessment/psychological First Aid	X	
ADDITION		
1. Cooperation	(X)	

Table 7 indicates a tally of changes for Group B. It is interesting to note that of the five panelists who recommended additions/changes in the three qualifying categories item two was noted twice, item eight was noted three times, and items one, four and nine were noted one time each. No single item was greatly commented on over another.

TABLE 7
TALLY OF CHANGES
GROUP B - HUMAN RELATIONS SKILLS

1. Original number of skills	10
2. Recommended skill additions	1
3. Additions/changes of qualifying categories marked with (X)	5

Fifty percent of the Group B skill competencies listed received recommendations for additions/changes in the qualifying categories.

This percentage is comparable to the additions/changes of qualifying categories for Group A - Technical Skills.

Philosophical Understanding Skills

The third group of skill competencies, Group C of the original list detailed Philosophical Understanding. As shown in Table 8, these competencies were judged very favorably by the panelists. It was felt that this was a unique addition to the "traditional" lists of skill competencies generally in circulation.

TABLE 8
ORIGINAL SKILL COMPETENCY LIST
GROUP C - PHILOSOPHICAL UNDERSTANDING

Skill Competency	Minimal	Ideal
1. Philosophy of Experiential Education	X	
2. History/Theory of Experiential Education		X
3. Leadership Responsibilities	X	
4. Methodology of Wilderness Adventure Programs	X	
5. Safety/Risk Management	X	
6. Instructor Roles	X	X
7. Personal & Professional Philosophy		X
8. Personal & Professional Goals & Objectives		X

For this group of competencies six of the seven panelists did not recommend any alteration to the original list. One panelist recommended two changes as shown in Table 9. There was one recommendation for clarification as indicated by an asterisk (*) in Table 9. One panelist felt that item seven, Personal & Professional Philosophy was not very clear and may be too vague to be useful. No additions were recommended as in Groups A & B.

TABLE 9
REVISED SKILL COMPETENCY LIST
GROUP C - PHILOSOPHICAL UNDERSTANDING

Skill Competency	Minimal	Ideal
1. Philosophy of Experiential Education	X	
2. History/Theory of Experiential Education		X
3. Leadership Responsibilities	X	
4. Methodology of Wilderness Adventure Programs	X	
5. Safety/Risk Mangement	X	
6. Instructor Roles	X	X
*7. Personal & Professional Philosophy	(X)	X
8. Personal & Professional Goals & Objectives	(X)	X

Table 10 indicates a tally of the changes for skill competency Group C - Philosophical Understanding. Only items seven and eight were recommended for additions/changes under the qualifying categories.

TABLE 10
TALLY OF CHANGES
GROUP C - PHILOSOPHICAL UNDERSTANDING

1. Original number of skills.	8
2. Recommended Skill additions.	0
3. Additions/changes of qualifying categories marked with (X).	2

Twenty-five percent of the Group C skill competencies were recommended for additions or changes in qualifying categories. This is a 25% difference from skill competency groups A & B.

Personal and Professional Qualities

The fourth section of the skill competency lists, is the listing of Personal and Professional Qualities. As shown in Figure 2,

these qualities were provided to identify characteristics which are generally recognized as integral and complimentary to the skill competency lists; to present the "whole" instructor.

PERSONAL QUALITIES	PROFESSIONAL QUALITIES
Self-Confidence	**Develop appropriate objectives and works
Cooperative attitude	Understands participants needs
Poise and bearing	Originality
Self-discipline	Resourcefulness
Tolerance	Gains confidence of participants
Patience	Adaptability to situations
Concern for others	**Flexibility
Physical fitness	Leads without dominating
Dependability	Ability to handle disciplinary problems
Willingness to learn	Ability to inspire others
Effective speech	Ability to lead informally
Integrity	Encourages participant leadership
Promptness	Ability to plan and organize
Enthusiasm	Observe rules and regulations
Understanding	Proper care of equipment and property
Honesty	Ability to use time advantageously
Strong Character	Ability to teach
Sincerity	Interest in each person
Respect for others	High competency in skills demanded
**Intelligence	*Individual and group problem solving development
Kindness	
Dynamic	
Ambitious	
Sense of Humor	
**Motivation > includes self-starter	
**Initiative > includes self-starter	
*Challenges Participants	

Figure 2. Personal and Professional Qualities.

Of the seven panelists, four made no recommendations for change to the list. Of the three who made recommendations one provided additions while all three recommended clarification. Two additions were recommended. One under Personal Qualities and one under Leadership Qualities. These additions are indicated with an asterisk (*) at the bottom of figure 2.

The recommendations for clarification came under both personal and professional qualities. Personal Qualities clarifications were: a) change intelligent to intelligence, and b) eliminate self-starter as it is redundant with motivation and/or initiative. Professional Qualities clarifications were: a) change Adaptability to Situations to flexibility and b) change realizes objectives to Develop appropriate objectives and works toward meeting them. The clarifications are indicated with a double asterisk (**).

General Comments

The telephone interview produced an extensive collection of general comments pertaining to the study. These comments apply to the three skill competency groups, the list of personal and professional qualities, and the introduction to the skills competency lists (See Appendix A for the introduction). For the edification of the reader. The comments are as follows.

"I totally agree with the analysis of the subjective process."

"The lists are very complete."

"Add another category of Human Skills."

"The list of personal and professional qualities is my #1 qualifier in considering new instructors.

"The competencies should be detailed similar to items 22 & 23 under technical skills.

"Distinguish those skill competencies that are often included under other competencies, but also can stand along."

"Factor personal qualities and skill competencies out by program type, population type and geographic location."

"Very helpful and useful study."

"Curriculum guideline will be very helpful to various programs."

"Skills well covered."

"Lists are very comprehensive."

"Must insure adequate time to instruct all of these skills."

"I would definately hire someone with these skill competencies."

"A working definition of wilderness leader is needed including parameters, and wilderness type."

"An excellent initial checklist of individuals interested in the profession."

"The study is very useful to college and university courses and students for an indication of what they will need to be skilled in to gain employment."

"How are these skills and qualities measured?"

"The list is probably too extensive under the ideal qualifier for an entry level instructor."

"Suggest an additional category midway between minimal and ideal."

"Suggested rating categories": essential - minimal - desirable
1-3 4-6 7-9

Every panelist requested a completed copy of the study as well as the curriculum that will be developed as a result of this preliminary project.

The purpose of this chapter was to present the collective opinion of professionals in the field regarding the minimal outdoor leadership skill competencies required for employment in a wilderness adventure program. Their opinions are considered to be representative of the profession and the basis for the conclusions herein.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine accepted minimum skill competencies required for employment as an outdoor leader in a Wilderness Adventure Program. A complimentary sub-problem was to determine from recognized outdoor recreation/leadership curriculums the amount of field experience time currently required for the attainment of outdoor leadership skill competencies. An exhaustive literature review in the areas of skill competencies, time requirements and basic curriculum development was conducted.

The area for which the most literature was available was basic curriculum development. However, when specific sources for experiential education curricula were sought only a limited number of resources were found. Those found were very applicable to the study and easily related to the general area of curriculum development.

A panel of eight professionals in the field of wilderness adventure programming was selected to review, evaluate and comment on a list of 53 skill competencies, and 46 personal and professional qualities derived from the literature. A follow-up telephone interview technique was utilized to gain the comments and recommendations from the professionals. Seven of the eight professionals were able to be contacted providing a 90% response rate.

The results of the telphone interview revealed a variety of perceptions regarding minimum skill competencies and the level of

importance at which they are perceived. Although there was general agreement with the original list of skill competencies reviewed by the panelists, there were 12 recommended additions of skill competencies; 34 recommendations for additions/changes in the three qualifying categories of minimum, ideal and program/situation specific, and 10 recommendations for clarifications. The panelists also provided a lengthy list of general comments that were pertinent to the study.

The amount of field experience time currently utilized by recognized outdoor recreation/leadership curriculums varied from seven days to 45 weeks. The optimal time frame used by a majority of the institutions or programs offering training was 16 weeks.

Conclusions

The first and most obvious conclusion to be drawn from this study is the lack of consensus by professionals as to what are accepted minimal skill competencies. This circumstance coupled with a further lack of consensus as to whether the individual skills are minimally needed, ideal to have, or program/situation specific compounds the confusion felt by prospective outdoor leadership professionals in seeking skill training. This lack of professional consensus is supported by the number of recommendations for additions/changes in the qualifying categories of the skills competency lists.

An important conclusion concerns the unanimous agreement by the panelists that the human relations skills are the most important skill competencies to possess. Prospective outdoor leaders often feel that the technical skills are "what it takes to be an outdoor

leader." However, this data supports that the human relations skills are an integral part of the "whole instructor" and that aspiring professionals will do well for themselves if they concentrate equally on them.

The fact that the panelists were able to easily understand the skill competencies, as listed in the mailing, supports the conclusion that the content of most skill competencies are generally understood by guiding professionals in the field. However, if the skill competency lists are to be useful as a guide for prospective outdoor leadership professionals, such competencies must be described in a manner that this group can understand. I suspect it is important for them to have an initial understanding, but not at the level that practicing professionals do.

Based on the results of the literature pertaining to field experience time it was concluded that the 16 week time frame is the most often used in the training of prospective outdoor leaders. This time frame was found to be utilized in both private and college and university related programs, indicating that there is some consensus amongst program offerings. An additional parameter not clearly documented in the literature, that of prerequisites to the training period, produced the conclusion that the 16 week training period was optimal for the training alone, and that an additional time period was desirable as a prerequisite. Western Illinois University's Eco-Education Expedition is an excellant example of a 32 week total training period in a university setting. The first 16 weeks are spent in preparation for the second 16 week expedition phase.

Another conclusion pertaining to field experience time requirements is that these types of training programs are well suited to the college and university setting since most academic terms average 16 weeks in length. A few institutions of higher learning may have to retrofit a training program into their term formats, but curriculum flexibility at most institutions would easily accomodate this time frame.

Several conclusions were derived from the literature review on basic curriculum design. The first is an extension of Dewey's (1938) conclusion that experiential education is not an "either-or" versing traditional education. Experiential education can effectively utilize traditional educational techniques in formulating curricula to teach outdoor leadership skill competencies in a determined amount of prerequisite and/or field experience time. A second conclusion is that an experiential training program does not exclusively take place in a field setting as commonly assumed. The process of learning is experiential by nature with the burden of recognition on the experiential educator. Stated differently, the leader of an educational process has the responsibility to insure that the learner recognizes the experiences participated in and their personal value. A third and final conclusion, substantiated by the literature review, is that the most positive and long lasting results from an outdoor leadership training program will be derived from one that is primarily experiential in nature but that also includes components from traditional educational techniques.

It is reasonable to conclude that the most important aspect of

this study is its contribution of a preliminary list of skill competencies to the field of wilderness adventure programming and its value and usefulness to both practicing and aspiring professionals. General comments by the professional panelists support this conclusion as well as detailing two areas of specific benefit. As in any professional field, an addition to the knowledge or basic operational techniques must go through many stages of refinement beginning with an acceptable baseline study. Comments from the panelists substantiate this study as providing that baseline and encouraged its expansion in the future.

The final conclusion of the study was derived from the literature review, the invaluable feedback from the panel of professionals, and impromptu discussions with aspiring outdoor leaders. This, coupled with the researcher's own professional experience and observations prompted the development of the following list of outdoor leadership skill competencies, with revised rating categories. The list is recommended for use by a college or university as a basis for curriculum development of an outdoor leadership training course, but is equally as useful by other private organizations offering this type of training.

As seen in Table 11, this recommended list of outdoor leadership skill competencies is comparable to the lists originally provided to the panel of professionals and essentially serves the same purpose as a guide.

TABLE 11
RECOMMENDED OUTDOOR LEADERSHIP SKILL COMPETENCIES
UNIVERSITY BASED CURRICULA

Skill Competency	Essential	Desirable	Ideal
A. Technical Skills			
1. Backpacking	X		
2. Bicycle Touring		X	
3. Campcraft	X		
4. Canoeing, Flat water	X		
5. Canoeing, White water		X	
6. Cross Country Skiing		X	
7. Dog Sledding			X
8. Desert Camping		X	
9. Driver's License	X		
10. Emergency Care			
a. Basic First Aid	X		
b. Advanced First Aid	X		
c. CPR	X		
d. EMT		X	
e. EMT-W		X	
f. Paramedic			X
11. Environmental Interpretation	X		
12. Equipment Selection & Care	X		
13. Expedition Behavior	X		
14. Expedition Planning	X		
15. Field Communications		X	
16. Food & Nutrition (including menu planning)	X		
17. Health & Sanitation	X		
18. Ice Climbing		X	
19. Initiative Course - Ropes		X	
20. Initiative Course - Teams	X		
21. Kayaking - White water		X	
22. Kayaking - Ocean			X
23. Land Navigation (Map & Compass)	X		
24. Logistics	X		
25. Maintenance, Repair and Construction		X	
26. Minimum Impact Camping	X		
27. Mountaineering		X	
28. Orienteering		X	
29. Photography		X	
30. Rafting, White water			X
31. Rockclimbing & Rappelling (including bouldering)	X		
32. Sailing			X
33. Scuba			X

TABLE 11
RECOMMENDED OUTDOOR LEADERSHIP SKILL COMPETENCIES
UNIVERSITY BASED CURRICULA
(CONTINUED)

Skill Competency	Essential	Desirable	Ideal
34. Search & Rescue Techniques and Procedures	X		
35. Snorkeling			X
36. Snowshoeing			X
37. Spelunking (Caving)		X	
38. Survival Techniques		X	
39. Underwater Search & Rescue			X
40. Vehicle Driving & Trailer Towing	X		
41. Vertical Rigging & Rescue	X		
42. Water Safety			
a. Swimming skills/ability	X		
b. Basic lifesaving	X		
c. Advanced lifesaving	X		
d. Water Safety Instructor			X
e. Canoe Instructor		X	
f. Kayaking Instructor			X
g. Canoe/water rescue		X	
43. Winter Camping		X	
B. Human Relations Skills			
1. Communication	X		
2. Cooperation	X		
3. Counseling Ability		X	
4. Creative Problem Solving	X		
5. Crisis Intervention	X		
6. Evaluation & Debriefing (Insight)	X		
7. Group Facilitation & Processing	X		
8. Needs Assessment/Psychological First Aid	X		
9. Socialization	X		
10. Supervisory Ability (Students)	X		
11. Teaching Ability	X		

TABLE 11
RECOMMENDED OUTDOOR LEADERSHIP SKILL COMPETENCIES
UNIVERSITY BASED CURRICULA
(CONTINUED)

Skill Competency	Essential	Desirable	Ideal
C. Philosophical Understanding			
1. History/Theory of Experiential Education		X	
2. Instructor Roles	X		
3. Leadership Responsibilities	X		
4. Methodology of Wilderness Adventure Programs	X		
5. Personal & Professional Goals & Objectives	X		
6. Personal & Professional Philosophy	X		
7. Philosophy of Experiential Education	X		
8. Safety/Risk Management	X		

The recommended skill competencies as shown in Table 11 are intended to prepare a student for a position as an entry level instructor in a wilderness adventure program. This final recommendation is somewhat different from the original list derived from the literature review and the revised list resulting from the recommendations from the panel of professionals, in that it combines these two aspects as well as incorporates my personal conjecture.

The rating categories changed as a result of the panel recommendations and the opinion of the researcher. For purposes of clarification, they are Essential (to have), Desirable (to have), and Ideal (to have). The ideal category realistically deals with those skills that are not commonly utilized in a majority of the wilderness adventure programs but would add a helpful dimension to the instructor's

capabilities.

This list of skill competencies does not account for geographic variation or populations served of different programs, but is representative of a typical program offering standard types of activities. Most of the skill competencies marked under the ideal rating fall into the category of activities requiring skills not commonly utilized in the majority of programs in North America.

A 32 week training time format, broken into two 16 week segments is recommended. The first 16 weeks would concentrate on the human relation skills and philosophical understanding with reduced emphasis on technical skills. The second 16 week segment would conversely concentrate on technical skills, re-emphasizing the skills and understandings introduced in the first 16 weeks and concentrate on their eventual interrelationship. It must be emphasized that even 32 weeks may not be adequate time to prepare some students for a professional position as an outdoor leader. The researcher whole-heartedly concurs with Rogers (1979) statement that "the time required for maturation of a leader varies from person to person and indeed, while it has a beginning it may not have an end." I would embellish this statement by saying that it should not have an end. An outdoor leader must be dynamic. They must continue to learn, experience, refine and broaden their perspectives.

Recommendations

The purpose of this section is to make general and specific recommendations related to the further development of this study and

the field of wilderness adventure programming pertaining to minimum skill competencies. Based upon this study and its findings, the following recommendations are presented.

1. A more detailed and comprehensive list of skill competencies be developed that would breakdown and itemize the various skill competencies in outline form. For example; the skill competency of rockclimbing and rappelling would itemize knowledge of: 1) equipment, 2) knots, 3) site selection, 4) communication, 5) safety, etc. This would help eliminate conflicting interpretation of the skill competencies by various individuals.

2. The skill competencies be factored out by program type, population served, and geographic location of operation. Factoring of this type would provide a matrix of sorts that would not only list the skill competencies but indicate which program type or population served they are appropriate for, and the geographic location where they are applicable. Theoretically, such a factoring could be applied to both the technical, and human relations skill competencies. A continuation of this factoring would present whether these skills, according to population type, program type, or geographic location, were essential, desirable, or ideal to have. A study such as this would be very difficult and involved but of immeasurable value.

3. Separate studies, using the skill competency list developed in this study, be conducted in relation to residential camp formats offering "Wilderness Camp" components and with university and college's offering outdoor recreation opportunities through unions, intramural and recreational sports programs, and academic departments.

A qualifying assumption to conduct this study would be that these various other program types provide leadership for their participants.

4. A rating category be developed, further applied to the skill competency lists, and retested by professionals in the field. A clarification study of this type, possibly coupled with several of the other recommendations listed above, could provide an even more useful set of baseline information.

5. The personal and professional qualities that were a part of the skills competency list should be adopted for use by all wilderness adventure programs in their staff selection process. They should be added to the skill competency lists as "Human Skills", and developed further through research, compilation and review by professionals in the field. The list compiled for this study serves as a beginning for this recommended study.

6. A dictionary of detailed and comprehensive working definitions of outdoor leadership skill competencies be developed to serve as a basis for understanding. This dictionary would establish a standard for communication, and eliminate confusion amongst practicing professionals and between employers and perspective employees. The list of descriptions developed for this study in Appendix E can be used as a basis for this dictionary.

7. An instrument to measure the level of skill competencies held by a prospective or current outdoor leader be developed and validated to assist program directors and administrators in evaluating the skills of staff. This instrument should be of an outline format so that it could be adapted to various program philosophies, standard operating

procedures and activities. If the instrument was widely accepted, the results from its application could be more readily utilized in the reference process for staff seeking new employment, and also as a tool to measure the progress of outdoor leaders at various stages in their professional education.

8. A set of curriculums should be developed that would apply to colleges, universities and other training programs. Similar in nature to a resource guide, this collection of curriculums could be useful as a standardized set of training programs from which an applicable example could be chosen. Historically various new training programs have developed their own curricula by adapting to established programs. If a new program developer with limited experience uses a curricula without understanding or detail knowledge they could encounter serious problems that could prove disastrous.

The idea that a list of skill competencies could be developed that would draw the voluntary agreement of the majority of professionals in the field is at best altruistic, and perhaps even abstractly idealistic. The values, attitudes, and perspectives of the hundreds of individuals that would have to come to agreement are in some ways similar, but in many ways very different. This is especially so, for the application of standards in the field. This is not to say that a terminal list of minimally accepted outdoor leadership skill competencies, and an optimal field experience time are not to be sought. On the contrary, for the sake of the profession and the people who staff adventure programs, the quest should go on.

There has not been national agreement amongst programs since

1941, when adventure programs emerged. In the past 12 years of my personal involvement in the field I have seen little real effort toward a consensus on skills until fear of "the government" legislating standards and guidelines on all programs and leaders in the United States emerged. Due to the diversity of programs types I doubt whether the government will be able to accomplish such a task, but agencies such as the American Camping Association have made attempts to do so. In my estimation their efforts were gallant yet less than adequate.

From the researcher's perspective, the most prominent reason that such a list will never receive a majority of acknowledgements is that such standards are viewed as an infringement on a person's freedom to exercise judgement pertaining to their leadership and training responsibility. The inference that they would have to accept someone else's judgement is contrary to most professionals and even to the philosophy of wilderness programs.

Unfortunately, a prospective outdoor leader is further confused by the current certification controversy. At the heart of this controversy is the underlying philosophical question often asked: "What makes the offerings/curricula of any one certification program superior or inferior to another?" Currently, there is no national standardized certification program to judge the skill level and suitability of program personnel. This question will likely continue to be raised for some time to come, however, organizations such as the Association for Experiential Education, whose membership consists largely of individuals involved with wilderness adventure programs,

is making progress toward the establishment of standards and guidelines for all wilderness programs in North America.

Professionals who direct schools and programs offering wilderness adventure activities tend to resist the idea of national certification because of the ponderous, bureaucratic hassle and the great expense. They would much rather be directly involved in the decision process and have the ability to direct their own program's destinies.

The real value of this study was not only the resulting skill competency list or the conclusions, but the thought process that the panelists went through in order to derive their responses. According to some of their responses and general comments, all the time and effort of this study was worth it if only for that reason.

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APPENDIX A

Skill competency is made up of a variety of components some of which must be evaluated in an objective manner while others in a subjective manner but which, nevertheless, must be quantifiably measurable.

Prior to listing the competencies that I have amassed from no less than fifteen different resources from throughout North America, I think it important to dwell on some important principles.

- Competency of a leader in wilderness adventure programs is made up of a variety of components (training, experience, leadership ability, judgement, skill, personality, health, etc.).

- A wilderness adventure leader is one who accepts the overall responsibility for the learning, welfare, and safety of the participants that he accompanies in a wilderness adventure experience.

- A competent wilderness adventure leader should be described as a person judged competent in conducting a safe and quality wilderness adventure experience with a group of people.

- Some components of competency should be judged by the results of objective examination while some other components should be judged by subjective evaluations.

There will of course be controversy when a prospective entry level leader is considered for employment. The following lists do not nor are they intended to address seasonal or geographic variations of course offerings, local, state, provincial or national semantical title differences in various certifications (eg: Advanced First Aid and Emergency Care via the American Red Cross versus St. John's Ambulance First Aid in Canada, etc.) population type differentiations, and course design, philosophy or length. The lists are meant to establish a basis for minimum and ideal skill competencies in both the hard (technical) and soft (humanism) skill areas.

Degrees of competency required will vary by program, therefore this list should be viewed as an outline wherein the descriptors would be detailed by each program.

Skill Competency	Minimal	Ideal	Program/Situation Specific
A. Technical (Hard) Skills			
1. Campcraft	X		
2. Land Navigation (Map & Compass)	X		
3. Backpacking	X		
4. Bicycle Touring			X
5. Rockclimbing & Rappelling (including bouldering)	X		
6. Canoeing, Flat water	X		
7. Canoeing, White water	X		X
8. Cross Country Skiing	X		
9. Snowshoeing	X		X
10. Dog Sledding			X
11. Kayaking, Ocean	X		X
12. Kayaking, White Water	X		X
13. Rafting, White Water			X
14. Mountaineering		X	
15. Sailing		X	X
16. Spelunking (Caving)	X		
17. Search & Rescue Techniques & Procedures	X	X	
18. Verticle Rigging & Rescue	X		X
19. Initiative Courses (Teams & Ropes)	X		X
20. Winter Camping	X	X	X
21. Desert Camping	X	X	X
22. Emergency Care			
a. Basic First Aid	X		
b. Advanced First Aid	X		
c. CPR	X		
d. EMT		X	
e. EMT-W		X	
f. Paramedic		X	
23. Water Safety			
a. Advanced lifesaving	X		
b. Water Safety Instructor		X	
c. Canoe Instructor	X		
d. Kayaking Instructor	X		X

Skill Competency	Minimal	Ideal	Program/Situation Specific
24. Expedition planning & Behavior	X	X	
25. Food & Nutrition (including menu planning)	X		
26. Equipment selection & Care	X		
27. Health & Sanitation	X		
28. Survival Techniques		X	X
29. Logistics	X		
30. Scuba		X	X
31. Photography		X	
32. Environmental Interpretation		X	
33. Ice Climbing		X	X
34. Vehicle Driving & Trailer Towing	X		
35. Field Communications		X	
B. Soft (Human Relations) Skills			
1. Counseling Ability	X		
2. Crisis Intervention		X	
3. Group Facilitation & Processing	X		
4. Communication	X		
5. Teaching Ability	X		
6. Supervisory Ability (Students)	X	X	
7. Social Interaction	X		
8. Evaluation & Debriefing		X	
9. Creative Problem Solving	X		
10. Needs Assessment/psychological First Aid	X		
C. Philosophical Understanding			
1. Philosophy of Experiential Education	X		
2. History/Theory of Experiential Education		X	
3. Leadership Responsibilities	X		
4. Methodology of Wilderness Adventure Programs	X		
5. Safety/Risk Management	X		
6. Instructor Roles	X	X	
7. Personal & Professional Philosophy		X	
8. Personal & Professional Goals & Objectives		X	

Personal and Professional Qualities

The following lists identify characteristics which are generally recognized as integral and complementary to the hard and soft skills listed above. Although not technically "skills" these qualities are often subjectively evaluated in staff. The degree of importance will vary by program and evaluator, but are basic qualities seen as part of the "whole" instructor - entry level or otherwise.

PERSONAL QUALITIES

- Self-confidence
- Cooperative attitude
- Poise and bearing
- Self-discipline
- Tolerance
- Patience
- Concern for others
- Physical fitness
- Dependability
- Willingness to learn
- Effective Speech
- Integrity
- Promptness
- Self-Starter
- Enthusiasm
- Understanding
- Honesty
- Strong Character
- Sincerity
- Respect for others
- Intelligent
- Kindness
- Dynamic
- Ambitious
- Sense of Humor
- Motivation
- Initiative

LEADERSHIP QUALITIES

- Realizes objectives
- Understands participants needs
- Originality
- Resourcefulness
- Gains confidence of participants
- Adaptability to situations
- Ability to arouse and develop interest
- Leads without dominating
- Ability to handle disciplinary problems
- Ability to inspire others
- Ability to lead informally
- Encourages participant leadership
- Ability to plan and organize
- Observe rules and regulations
- Proper care of equipment and property
- Ability to use time advantageously
- Ability to teach
- Interest in each person
- High competency in skills demanded

APPENDIX B

DESCRIPTORS USED IN LITERATURE SEARCH

1. ADVENTURE EDUCATION
2. CAMPING
3. CERTIFICATION
4. COLLEGE CREDIT
5. CURRICULUM ET. AL.
6. EXPERIENCE
7. EXPERIENTIAL LEARNING
8. FIELD EXPERIENCE
9. FIELD INSTRUCTION
10. GUIDELINES
11. LEADERSHIP
12. LEADERSHIP RESPONSIBILITY
13. LEADERSHIP TRAINING
14. LEGAL RESPONSIBILITY
15. OUTDOOR ACTIVITIES
16. OUTDOOR EDUCATION
17. PEER EVALUATION
18. PROFESSIONAL RECOGNITION
19. PROGRAM LEADERS
20. POLICY
21. QUALIFICATIONS
22. RECREATION ET. AL.
23. RISK RECREATION
24. SAFETY
25. SKILLS
26. STANDARDS
27. SUPERVISION
28. TEACHER CERTIFICATION
29. TEACHER EDUCATION PROGRAMS
30. WILDERNESS EDUCATION PROGRAMS, ETC.

APPENDIX C

DESCRIPTION OF PANEL OF PROFESSIONALS

1. Ms. Marge Doherty has worked in the field of wilderness adventure programming for 16 years and is currently a coordinator at St. Croix camp/Wilder Foundation near Hinkley, Minnesota. The population she works with are emotionally disturbed and behaviorally disordered youth, although she has worked with non-special populations during her career.
2. Dr. Mark Hesse is currently the Program Director for Colorado Outward Bound Schools, Colorado Springs program with behaviorally disordered and non-special populations. He is the former Associate Director of the Santa Fe Mountain Center's Wilderness Experience Program. He has 12 years of experience in the field of adventure programming.
3. Dr. Richard O. Kimball (Rocky) is currently the Director of the Santa Fe Mountain Center working with both special and non-special populations. Rocky is also an Assistant Professor at the University of Colorado's graduate school for experiential education. He has 15 years of experience in the field of adventure programming. He has also been a field instructor at Colorado Outward Bound School and other wilderness adventure programs.
4. Dr. Frank Lupton, Jr. is currently the Chairman of the Department of Recreation and Park Administration at Western Illinois University. He is responsible for the creation of WIU's 2 semester experiential education course, Eco Education Expedition. Dr. Lupton is also a founding board member of the Wilderness Education

Association and a board member of the American Camping Association. He has 24 years of experience in wilderness education and programming.

5. Mr. Hank Schafermeyer is currently the coordinator of the St. Louis, MO. Board of Educations' Student Leadership Experiential Adventure Program (SLEAP), and formerly the program director for the wilderness adventure programs Project S.T.R.E.A.M. and Underway. Hank has 22 years of experience in the field of experiential education and wilderness programming. He has primarily worked with non-special populations.
6. Mr. Joe Stehno is currently the Program Director for the Underway Wilderness Adventure program and Southern Outdoor Adventure Recreation program at Southern Illinois University. Joe has 10 years of experience in Wilderness Adventure programs and is a very skilled outdoor leader. Joe has functioned as a counselor and wilderness leader during his years of involvement with both special and non-special populations in Wilderness Adventure programming.
7. Mr. Pete Viele is currently the Director of Wilderness Challenge School in Virginia and has been in this position for 6 years. He has 12 years of experience in the field as both an instructor and administrator of wilderness programs for both special and non-special populations.
8. Mr. Ted Wichmann is currently the Associate Director of Touch of Nature Environmental Center, Southern Illinois University and responsible for all experiential and wilderness programming. Ted

has 16 years of experience in his field including an instructor at Minnesota Outward Bound School, Program Director for the Underway and Wingspread programs at Southern Illinois University, and a consultant to the Fund for the Advancement of Camping. Ted's experience in wilderness programming and experiential education has been with both special and non-special populations.

APPENDIX D

June 9, 1984

Dear

The purpose of this correspondence is to solicit your professional opinion pertaining to the enclosed lists of accepted outdoor leadership skill competencies required for professional employment in Wilderness Adventure Programs.

The lists are a result of personal research I am doing to meet the requirements of a Masters degree in Outdoor Recreation, and to establish a basis for the development of a outdoor leadership semester curriculum.

While reviewing these lists, please keep in mind that they are designed for an entry level instructor position. The specific comments I would like from you pertain to: 1) The completeness or lack of each list 2) recommendations for clarification, 3) recommendations for additions or deletions, and 4) whether or not you would consider a person with these competencies for an entry level position in outdoor leadership.

I will be calling you in approximately one week to gain your responses. Please review the lists prior the call so that I do not take too much time from your busy schedule.

I will look forward to your candid input.

Sincerely,

Mark Cosgrove

MC/pc
encl.

APPENDIX E

DESCRIPTION OF SKILL COMPETENCIES

The following descriptions are offered as clarifications rather than terminal working definitions of the skill competencies presented. The lack of concensus in the field as to what the minimum acceptable skill competencies are also overshadows the concensus pertaining to their descriptions. Program variations relating to philosophy, and population type served will undoubtedly alter the significance of these descriptors according to the reader.

A. Technical Skills

1. Campcraft - The art or practice of outdoor camping and living. A generally all inclusive term relating to various outdoor skills such as use of tools, fire building, shelter construction, knotwork, etc.
2. Land Navigation (map & compass) - The ability to move from one point to another in a natural environemnt by interpreting and using a map and compass and other associated instruments.
3. Backpacking - The art or practice of moving and living in an outdoor environment while carrying all equipment and supplies in a backpack. Is generally associated with other outdoor skills such as land navigation and campcraft.
4. Bicycle Touring - To take a trip for an extended period of time using a bicycle as the mode of transportation. Usually involves the carrying of equipment and supplies on the bicycle and various other supportive skills such as campcraft, navigation, etc.

5. Rockclimbing & Rappelling (including bouldering) - The art or practice of ascending or descending rock formations with the use or lack of equipment and other personnel.
6. Canoeing, Flatwater - The art or practice of moving safely and skillfully in a canoe on a body of water having little or no current. Usually involves human power and techniques in paddling, portaging and equipment.
7. Canoeing, White Water - The art or practice of safely and skillfully moving in a canoe on a body of water (stream or river) with measurable and/or classifiable current. Involves human power and techniques in paddling, reading the river currents and hazards, and appropriate equipment.
8. Cross Country Skiing - The art or practice of moving through a snow-covered natural environment on skis. Involves knowledge of equipment, techniques, winter outdoor skills, and safety.
9. Snowshoeing - The art or practice of moving through a snow covered natural environment on snowshoes. Similar to cross country skiing except that walking is performed rather than gliding as on skis. Involves similar outdoor skill knowledge and techniques as cross-country skiing.
10. Dog Sledding - The art or practice of moving through a snow covered natural environment using a team of dogs and a dogsled. Involves similar outdoor skill techniques as with cross country skiing and snowshoeing with the addition of a knowledge of animal care.

11. Kayaking, Ocean - The art or practice of movement in a kayak on the ocean. Involves skills and knowledge of equipment, ocean currents, weather reading and safety.
12. Kayaking, Whitewater - The art or practice of movement in a kayak on bodies of water with a measurable and/or classifiable current. Similar to white water canoeing except additional skills in kayaking technique is necessary.
13. Rafting, White water - The art or practice of negotiating a rubber raft down a body of water with a measurable and/or classifiable current. Involves knowledge and techniques similar to whitewater canoeing and kayaking yet specific to rafting.
14. Mountaineering - A more technical extension of rockclimbing and rappelling performed in mountainous areas requiring additional knowledge of snow conditions, high altitude movement and safety.
15. Sailing - The art or practice of navigating a boat propelled by wind on sails on a body of water. Involves knowledge of equipment, safety and open bodies of water.
16. Spelunking (Caving) - The practice of exploration of subterranean environments (caves). Involves knowledge of geology equipment, and navigation.
17. Search & Rescue Techniques & Procedures - The practice of searching for and possibly rescuing a lost, missing and/or injured person(s). Involves knowledge of search & rescue techniques, navigation, first aid and communications.

18. Vertical Rigging & Rescue - The practice of rescuing a stranded or injured individual in a vertical situation by use of recognized rigging techniques with ropes and hardware commonly found in rockclimbing and rappeiling situations. Requires skills in first aid and rockcraft skills.
19. Initiative Courses (Teams & Ropes) - Also referred to as obstacle courses, these courses are intended to challenge the physical and psychological capabilities of an individual or a group of individuals. Are designed to promote problem solving, peer interaction, trust, cooperation, etc. Requires knowledge of safety and group facilitation.
20. Winter Camping - The practice of moving and living in a winter environment and/or climate utilizing skills basic to all camping and those additionally related to winter characteristics such as cold weather emergencies, clothing and equipment, etc.
21. Desert Camping - The practice of moving and living in a desert environment and/or climate utilizing skills basic to all camping and those additionally related to desert characteristics such as hot weather emergencies, clothing and equipment, etc.
22. Emergency Care - The practice of providing basic first aid to advanced life support regarding a personal medical or life threatening injury or illness. Involves training and certification in the progression of care levels with basic first aid being the most basic to paramedic being the most advanced.

23. Water Safety - The practice of providing safe conditions for conditions for activities involving participation on or in a water environment. Includes the capability of lifesaving and instructional capabilities for water activities such as swimming, canoeing, kayaking and sailing.

24. Expedition Planning & Behavior - The practice of planning all components of an expedition and monitoring and facilitating the behavior on that expedition. Involves development of goals and objectives, expedition site and course plan, emergency plans, trail ethics and etiquette, etc.

25. Food & Nutrition (including menu planning) - The practice of developing a nutritionally sound and complete diet adequate for the length of course, time of year, climatic conditions, special needs of participants, and geographic area of course. Includes knowledge of nutritional value and complimentary characteristics of food items, weight to benefit ratios and preparation.

26. Equipment Selection & Care - The practice of selection, design, repair, proper use and storage of equipment. Knowledge of the needs of individuals and groups is necessary along with the quality and function of specific equipment items.

27. Health and Sanitation - The practice of sanitation, water quality, care of human waste, cleaning of food utensils, and bathing and laundering as they pertain to the safety, well being and comfort of an individual or group.

28. Survival Techniques - The practice of avoiding an emergency survival situations by having knowledge of food gathering, shelter construction, rationing and emergency procedures.

29. Logistics - The practice of providing the necessary supports for the program, participants and leadership such as travel, ration resupplies, evacuation strategies, etc. in order to conduct a safe and successful program.

30. Scuba - The practice of moving through a body of water below the surface using a S(elf), C(ontained),U(nderwater), B(reathing), A(pparatus). Involves knowledge of emergency procedures, underwater navigation, and equipment.

31. Photography - The art or practice of capturing an activity, scene, or person(s) on file by use of a camera is useful for historical documentation of a program and its activities.

32. Environmental Interpretation - The practice or ability to explain, give meaning to, or translate the environment immediately surrounding an individual or the environment as a whole. Includes revealing meanings and insights about the natural and cultural environments.

33. Ice Climbing - The art or practice of climbing ice flows, steep glaciers, and other ice formations utilizing specialized equipment coupled with standard equipment for rock climbing and rappelling and/or mountaineering.

34. Vehicle Driving and Trailer Towing - The practice of safe and lawful operation of a motor vehicle with or without passengers and whether or not towing a trailer. Requires knowledge of motor vehicle laws, trailer towing, turning

34. Vehicle Driving and Trailer Towing (Continued) - and backing techniques, and basic emergency maintenance of both the vehicle and the trailer.

35. Field Communications - The practice of adequately using radios, hand and arm signals, and air to ground signals, including panels, to successfully communicate the needs or situation of an individual or a group. Includes a knowledge of radio language, international distress signals, hand and arm signals and pyrotechnics.

B. Human Relations Skills

1. Counseling Ability - The practice of relating to both individuals and a group by practicing participant (client-centered) and group counseling which assists the individual(s) in making self-determined and responsible choices. Helps to foster group cooperation, and individual development.

2. Crisis Intervention - Involves intervention in a crisis situation with or between individual(s). The definition of crisis may vary by individual or situation but may be as minor as fear of the dark to conflict between individuals with intent to do bodily harm. Often involves other soft skills, and the ability to recognize a crisis situation.

3. Group Facilitation and Processing - To serve as a catalyst for positive change in values, attitudes, and actions of both individuals and groups by understanding the cognitive

3. Group Facilitation and Processing (Continued) - (rational), affective (feelings), and psycho-motor (physical) domains of learning. The ability to make full use of these domains in conducting activities and experiences.
4. Communication - Be able to communicate with an individual or group at their level and not talk beyond their comprehension level. Work with individuals through the processes of listening, observing, questioning and acting.
5. Teaching Ability - Select, organize, conduct and evaluate wilderness adventure activities that will enhance individual growth and development of a given group or individual. Be able to prepare learning and behavioral objectives based upon identification of participant, agency and leader needs.
6. Supervisory Ability - Function as a supervisor by accepting responsibility for teaching, and by encouraging and enabling all individuals involved in the program to make the best use of their abilities and available resources. Accept the authority and responsibility regarding safety management of participants and activities.
7. Social Interaction - The ability to apply the principles of individual and small group dynamics, particularly as related to age, sex, cultural background, and individual psychological, sociological, physiological, and spiritual needs. Develop a supportive and helping relationship with participants by imparting such qualities as genuineness, acceptance, empathy, trust and clarity.

8. Evaluation & Debriefing - The ability to design, conduct and interpret on-going and final evaluations and discussions pertaining to individuals or groups related to the originally stated objectives for the program. Assist the participants in the transition from program to home life in the debriefing process.

9. Creative Problem Solving - The ability to approach a problem from a positive, creative vantage point and facilitate the resolution toward a positive learning experience. The ability to equate problem solving in the program with problem solving in the home, social or school environments. To maximize personal growth and group cooperation.

10. Needs Assessment/Psychological First Aid - The ability to recognize and abate psychological and physiological stress and anxiety in participants. Recognize that stress and anxiety are expected occurances in wilderness adventure programs and be prepared to react to the displayed needs of the participants.

C. Philosophical Understanding

1. Philosophy of Experiential Education - The understanding of the philosophical foundations of experiential education and the activities that serve as the basis for programs and services in wilderness adventure programs.

2. History/Theory of Experiential Education - The understanding of the historical progression of experiential education and that the practices of experiential education utilize

2. History/Theory of Experiential Education (Continued) - experience as the main mode of inquiry in this educational process.

3. Leadership Responsibilities - Recognize that wilderness adventure leadership is a process which assists an individual and/or group to identify goals and objectives and to achieve those ends through adventure activities and experiences. Also recognize that leadership is tied to the leader's personality characteristics, follower's expectations, and program circumstances. To provide a standard of care necessary to supervise and lead the participants through program activities as well as employ proper safety management.

4. Methodology of Wilderness Adventure Programs - Understand and communicate that wilderness adventure education is a process of encountering and problem solving in an out-of-doors setting and that there are exciting and stimulating physiological, psychological, and sociological challenges which lead to personal and group awareness and growth.

5. Safety/Risk Management - Understand and implement a safety/risk management plan that coordinates all personnel, program activities and logistical operations in order to prevent and/or lessen the severity of accidents and injuries. The ability to involve and integrate participants in program safety and make their awareness an integral part of their course participation.

6. Instructor Roles - The primary objective is to help ensure that each participant is able to achieve the stated objectives consistent with their abilities and effort. It is also a responsibility to assess the readiness of the individuals to accept leadership responsibility, and to give the individuals and the group as many decision-making opportunities as possible. Instructors prompt emotions and establish a positive tone of unconditional regard between themselves and the participants. An instructor is involved with the individual participant, the group, and the course.

7. Personal & Professional Philosophy - Possess a personal and professional philosophy of wilderness adventure programming which has a sound, well thought out foundation and that is compatible with the philosophy generally accepted by the field. Know how compatible a personal and professional philosophy are to an employing agency or program.

8. Personal & Professional Goals & Objectives - Possess a set of personal and professional goals and objectives that give direction to personal advancement and which provide a guide to performance as a wilderness program leader.

VITA

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